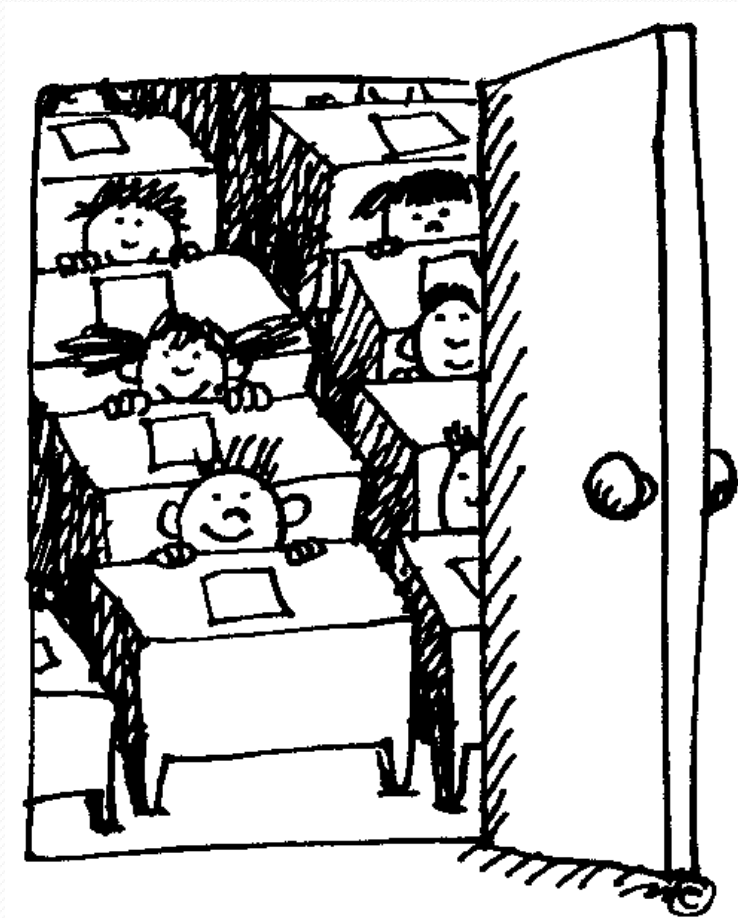


# Differentiated Grading



# Scenario:

- This essay is very similar—but not identical—in content to the other members of the student's small group.

# Scenario:

- This is a revision of the student's initial essay. The paper was peer-edited and the student received that feedback before writing this revision.

# Scenario:

- The student is new to this country and is learning English for the first time. He worked on the response for three weeks, and had the assistance of an ESOL teacher in the room with him as he worked on it. He did five drafts before this one. It is the first essay he has ever written.

# Scenario:

- The student is identified as profoundly gifted in language arts and science for this grade level.

# Scenario:

- The student did not meet any of the checkpoint deadlines for completing this response, never having outlines, drafts, or anything to assess in an ongoing manner. It seems to have been done the night before it was due or on the bus the morning it was due.

# Scenario

- The student has several learning disabilities, one of which is in written language. This response reflects four weeks of hard work, some of which was additional work after school.

## Pondering the Point

If we know that we should differentiate *instruction* to meet our student needs, should we also differentiate *grading*.

